MICHIGAN DEPARTMENT OF EDUCATION

April 7, 2006

GRANT ANNOUNCEMENT

2006-2007 Initial or Expansion Application for State-Funded Michigan School Readiness Program Competitive Grants

This application includes:

Grant Announcement
Part I   General Information
Part II   Additional Information
Part III   Review Process and Review Criteria Information
Part IV   Program Characteristics
Part V   Application Information and Instructions and Review Criteria
Application Checklist
Application Form (IM-02-23-IE)

NATURE OF ACTION REQUESTED: Voluntary

The Michigan Department of Education is pleased to announce the availability of funds for the Michigan School Readiness Program Competitive Grants for children "at risk" of becoming educationally disadvantaged who will be at least four, but less than five years of age as of December 1, 2006. The State School Aid Act, Public Act 155 of 2005, provided $12,250,000 for Michigan School Readiness Program grants to be awarded to public and private, nonprofit and other community agencies through a competitive grant award process. Legislation introduced for 2006-2007 recommends level funding. Criteria were approved by the State Board of Education at its meeting on February 8, 2005.

The 2006-2007 Competitive Grant Application for the Michigan School Readiness Program (IM-02-23-IE), containing the necessary forms and instructions for completing the application, is available on-line at http://www.michigan.gov/msrpcompetitive. Applications must be received at the Michigan Department of Education by May 24, 2006. An **ORIGINAL and FOUR (4) copies** of the completed application must be submitted at that time.

Questions regarding the 2006-2007 Michigan School Readiness Program Competitive Grants may be directed to the Office of Early Childhood Education and Family Services, at (517) 373-8483.

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Michigan Department of Education
OFFICE OF EARLY CHILDHOOD EDUCATION AND FAMILY SERVICES

APPLICATION FOR 2006-2007 MICHIGAN SCHOOL READINESS PROGRAM
COMPETITIVE GRANTS

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Part I: General Information

INTRODUCTION

The Michigan Department of Education is pleased to announce the availability of funds for the Michigan School Readiness Program Competitive Grants for children "at risk" of becoming educationally disadvantaged who will be at least four, but less than five years of age as of December 1, 2006. The State School Aid Act, Public Act 155 of 2005, provided $12,250,000 for Michigan School Readiness Program grants to be awarded to public and private, nonprofit and other community agencies through a competitive grant award process. Legislation introduced for 2006-2007 recommends level funding. Of the anticipated $12,250,000, $3,577,200 will be used to fund eligible continuation grants that began operation during 2004-2005 and 2005-2006. The remaining $8,672,800 of the allocation will be used to fund applications for (new) initial and expansion grants at $3,300 per child. Criteria were approved by the State Board of Education at its meeting on February 8, 2005.

GRANT PURPOSE

The purpose of this grant is to enable recipients to establish or expand high-quality preschool programs designed to improve the readiness and subsequent achievement of children "at risk" of becoming educationally disadvantaged. Programs funded through this state grant program must be designed to meet the comprehensive needs of four-year-old children and must provide opportunities for the active involvement of parents in program planning and implementation.

STATE BOARD OF EDUCATION STRATEGIC GOAL AND INITIATIVES

The State Board of Education has adopted as its Strategic Goal, "Attain substantial and meaningful improvement in academic achievement for all students/children with primary emphasis on high priority schools and students." In addition, the State Board has adopted the following five Strategic Initiatives to implement the goal:

- Ensuring Excellent Educators
- Elevating Educational Leadership
- Embracing the Information Age
- Ensuring Early Childhood Literacy
- Integrating Communities and Schools

To the extent possible, all grant criteria and grant awards will include priority consideration of the Strategic Goal and Strategic Initiatives. The Competitive Michigan School Readiness Program will address the strategic goal by giving priority to applications that propose to serve children who live in the attendance areas of underperforming schools. In addition, the grants address the initiatives regarding the integration of schools and communities and ensuring early childhood literacy. Other initiatives may be addressed through specific grant proposals.

TARGET POPULATION TO BE SERVED BY GRANT

Children eligible for the grant-funded program are those who are at least four years of age by December 1, 2006 and exhibit at least two of the individual or familial factors which place children "at risk" or in need of special assistance as established by the State Board of Education Report, "Children at Risk," approved on April 5, 1988. Legislation requires that more than 50 percent of the children served must meet the income qualifiers that place them in low-income categories.

ELIGIBLE APPLICANTS

The proposed grant appropriation of $12,250,000 will be used for early childhood programs operated by any public or private non-profit legal entity or agency other than a local or intermediate school district except a local or intermediate school district acting as a fiscal agent for a child caring organization regulated under Act Number 116 of the Public Acts of 1973, as amended, being Section 722.111 to 722.128 of the Michigan Compiled Laws.

A separate appropriation for early childhood programs operated by local and intermediate school districts and public school academies is included in the State School Aid Act for 2006-2007. Because of this, the Legislature intended that the only local and intermediate school districts that may apply for competitive grant funds are those acting as fiscal agents for Head Start programs.

Complete documentation of the agency/organization's status as a public or private non-profit legal entity including any affecting legislation, legal contracts or agreements of designation, certification of incorporation as non-profit organization, and IRS 501C-3 tax status **must be provided** as part of the submitted application for review and approval by the Michigan Department of Education, as assisted by assigned staff in the Office of the Attorney General.

GRANT RANGE AND FUNDING LIMIT

Non-previously funded agencies or organizations are eligible to apply for a grant award to serve a minimum of eight children to a maximum of 36 children per program for 2006-2007.

Agencies or organizations entering a second or third year of funding are eligible to apply for a grant to expand their services an additional 36 children. These organizations or agencies must also submit a separate application (IM-02-23-C/C) for their continuing award. Programs applying for a new cycle of funding may apply for the same number of children or an additional 36 children to a maximum of 144.

The amount of $8,672,800 is available for new grants. Grant awards will be funded at a $3,300 per child allowance.

The Superintendent of Public Instruction will make funding awards, based on reviewer ranking and comments and Department staff recommendations. Proposal developers shall consider the costs of developing, implementing and providing high-quality preschool programs and write proposals accordingly.

Previously funded programs that have not reached capacity in the last three years may not receive full funding.

LENGTH OF AWARD

Grants to fund Michigan School Readiness Programs will be available for programs to operate from October 1, 2006 through September 30, 2007. Competitive grant school readiness program funds for 2006-2007 shall be expended beginning **October 1, 2006 through September 30, 2007**. Grantees in a first or second year of a three-year cycle in the 2005-2006 fiscal year are eligible for continuation of funding in 2006-2007 and will receive priority for funding if all requirements are met, and funding is available.

REJECTION OF PROPOSALS

The Michigan Department of Education reserves the right to reject any and all proposals received as a result of this announcement and will do so if the proposal does not adhere to funding specifications or application preparation instructions.

Any institution or any of its principals that have been disqualified from participation in any other publicly funded program for violating the program's requirements cannot apply. Applications that are falsified will be disqualified.

CLOSING DATE AND DELIVERY ADDRESS

Due to current security measures, THIS GRANT APPLICATION MAY NOT BE HAND-DELIVERED. The ORIGINAL application bearing ORIGINAL signatures (in blue ink) and four (4) copies (FOR A TOTAL OF FIVE) of the completed application **must be documented by delivery agent for delivery on or before Wednesday, May 24, 2006.**

Acceptable packaging and mailing procedures are:

- **The postmark or other mailing validation must be documented by delivery agent for delivery on or before 5:00 p.m., Wednesday, May 24, 2006.** The original grant and copies should be enclosed in a sealed envelope within the mailing package. The checklist on page 27 must be completed and attached to the top of the original application for appropriate check-in by the unit secretary. If the applicant used a delivery service, the **dated receipt** for delivery service must be available to **validate the May 24, 2006** delivery agreement.
- When the grant application is received, the check-in form on the front of the application package will be signed by the appropriate MDE personnel and then faxed to the applicant to verify receipt of the application and participation in the competitive process at MDE. **The applicant is responsible for contacting Tina Ray at (517) 373-8483 or**

rayt@michigan.gov by May 24, 2006 if the applicant does not receive a faxed copy of the signed check-in form.

- In case of a late delivery of the grant application, verification of appropriate delivery efforts will be required to participate in the competitive grant process.

Applications may be sent regular mail, overnight mail, or express courier, to:

Regular Mail
Michigan Department of Education
Office of Early Childhood Education
   and Family Services
P.O. Box 30008
Lansing, Michigan 48909

Overnight/Express Mail
Michigan Department of Education
Office of Early Childhood Education
   and Family Services
Hannah Bldg. – 4th Floor, Pillar H-17
608 West Allegan Street
Lansing, Michigan 48933
Telephone: (517) 373-8483

NO FACSIMILE TRANSCRIPTIONS WILL BE ACCEPTED. Late applications, applications submitted by facsimile or applications submitted, but not in accordance with the application preparation instructions (below), will not be accepted and will be returned to the applicant _without review_.

APPLICATION PREPARATION, PAGE LIMIT, FONT SIZE AND PACKAGING

Applications should be prepared simply and economically, with the narrative portion of the proposal no more than 12 pages in length, line spacing of 1.5, a font no smaller than Times 12 point, and left and right margins no smaller than .5 inches. This does not include additional pages used for Part E, Chart 2. All application pages must be securely stapled. Special bindings and binders should not be used. Relevant support documents attached to the application must be kept to a maximum of five pages, unless requested. Such support documents are not counted in the 12-page limit. Supplementary materials such as commercial publications and videotapes will not be reviewed and will be returned or discarded. Incomplete applications will be returned unread. If applications exceed the page limitation or specifications, readers will be directed to review only the first 12 pages.

ACKNOWLEDGEMENT

All publications, including reports, films, brochures, and any project materials developed with funding from this program, must contain the following statement: **"These materials were developed with state funds allocated by the Michigan Department of Education."**

NON-DISCRIMINATION AND OTHER COMPLIANCE WITH LAW

Applications must include a statement of assurance of compliance with all federal and state laws and regulations prohibiting discrimination; with all requirements and regulations of the Michigan Department of Education; and with appropriate state and local licensing laws and regulations governing child care services for children of the appropriate age group served.

AMERICANS WITH DISABILITIES ACT

The Michigan Department of Education is committed to providing equal access to all persons in admission to, or operation of its programs or services. Individuals with disabilities needing accommodations for effective participation in this program are invited to contact the Michigan Department of Education for assistance.

WHERE TO OBTAIN HELP

The instructions contained in these materials are issued by the Michigan Department of Education, which is the sole point of contact in the state for this program. Questions regarding applications should be directed to the Office of Early Childhood Education and Family Services at the Michigan Department of Education at (517) 373-8664.

PRE-PROPOSAL CONFERENCES

Application technical assistance workshops will be held from **9:30 a.m. to 12:30 p.m.** as follows:

<u>Monday, April 24, 2006</u>	<u>Friday, April 28, 2006</u>
Michigan Library and Historical Center	Quality Inn of Gaylord
Forum	137 West Street
702 W. Kalamazoo Street	Gaylord, Michigan 49735
Lansing, Michigan 48933	(989) 732-7541
(517) 241-2236	(800) 732-7540

The purpose of these meetings is to discuss the Michigan School Readiness Program Competitive Grants and to allow applicants to ask questions related to the application and implementation process. The Office of Early Childhood Education and Family Services staff will be available to provide technical assistance as needed. There is no charge for this technical assistance. To register go to www.tcombridge.org/events/MDE, click on "2006-2007 MSRP Competitive Technical Assistance Workshop," choose either Lansing or Gaylord, then click on "Register Here." Additional information and maps are available on the website at www.michigan.gov/msrpcompetitive.

Part II. Additional Information

FUNDING PROCESS PAYMENT SCHEDULE

The Michigan Department of Education, Office of Financial Management and Administrative Services, has developed a system which allows grant recipients of federal and state grants to report expenditures and request cash via the Internet.

FINANCIAL REPORTING

A final report of expenditures (DS-4044) will be required for all projects funded under the grant program. This report, completed on-line, will be due within 60 days of September 30, 2007. In addition, each project is to have an audit conducted prior to completing this final report.

PERFORMANCE REPORTING AND MONITORING RESPONSIBILITIES

A *Mid Year Report,* including the *Program Quality Assessment* (PQA), and a final *Narrative Summary Report* on the attainment of the program's objectives and results will be required of all successful applicants. A format for the development of the *Mid Year* Report and the *Narrative Summary Report* will be issued by the Michigan Department of Education. The *Narrative Summary Report* must be provided to the Michigan Department of Education within 45 days of the program's ending date. The reports will be used by the Michigan Department of Education to assist in evaluating the effectiveness of programs funded under the state grants program.

The Office of Early Childhood Education and Family Services' staff will conduct on-site monitoring of selected programs utilizing the *Program Quality Assessment* (PQA).

Part III. Review Process and Review Criteria Information

REVIEW PROCESS

All applications will be evaluated using a peer review system. Award selections will be based on merit and quality, as determined by points awarded for the Review Criteria section and all relevant information. The rubrics contained in the application information and instructions will be used as rating instruments in the review process. All funding will be subject to approval by the Superintendent of Public Instruction. All applicants will be notified of the Superintendent's action. Applicants may wish to refer to the Michigan Department of Education's "Proposal Development Guide*"* for additional assistance in developing their proposals. This guide will be found at: www.michigan.gov/mde. After accessing the Michigan Department of Education website, click "Grants," click on "Directory of Grant Programs," then click on "Proposal Development Guide" to access the guide.

The maximum score for the following criteria is 180 points.

ADDITIONAL REVIEW FACTORS

In addition to the categories below, the State Superintendent of Public Instruction may apply other factors in making funding decisions, such as (1) geographical distribution; (2) duplication of effort; (3) duplication of funding; (4) evidence that an applicant has performed satisfactorily on previous projects.

Part IV. Program Characteristics
Projects funded by the Michigan School Readiness Program must:

- comply with all state and local licensing laws governing day care services for children (Public Act 116 of the Public Acts of 1973, as amended);
- provide sessions of a minimum of two and one half hours of teacher/child interaction or contact time per day for at least four days per week for a minimum of 30 consecutive weeks spread throughout the full project period of the school year. Programs in their first year of operation must operate for a minimum of 20 weeks. Home-based models must provide a minimum of 20 home visits to each family during the first year of operation and 30 home visits for each continuing year;
- limit class size to a maximum of 18 children with three adults or 16 children with two adults;
- enroll children who are at least four years of age as of December 1 of the year in which the project is offered;
- identify and select children who have at least two of the 25 risk factors, which place children educationally at risk or in need of special assistance. More than 50 percent of the children enrolled must exhibit Factor #18, low income. Those children require only one additional risk factor;
- employ teachers possessing proper training, including:
  a. a valid Michigan teaching certificate with an early childhood (ZA) endorsement or a child development associate credential (CDA);
  b. a bachelor's degree in child care or child development;
- employ paraprofessionals possessing proper training in early childhood development or who have completed at least one course in an appropriate training program, including, but not limited to, a Child Development Associate credential (CDA) or associate's degree in child development or other similar program, as approved by the department (includes 120 clock hours of documented formal child care education offered by approved training organizations and approved by the Michigan Department of Education staff);
- implement measurable goals and objectives established by the program in the grant application;
- provide a minimum of four required family contacts, preferably two home visits, and two parent/teacher conferences; and
- establish and involve a school readiness advisory committee as outlined in authorizing legislation.

Part V: Application Information and Instructions and Review Criteria for the 2006-2007 Michigan School Readiness Program Competitive Grants

APPLICATION REVIEW AND APPROVAL

All applications will be reviewed and rated by staff of the Michigan Department of Education and outside readers. Only those proposals meeting all the identified criteria and not exceeding the total amount of funds available will be recommended for funding to the Superintendent of Public Instruction. All applicants will be notified **in writing** of the action taken by the Superintendent.

REVIEW CRITERIA

All applications will be evaluated on the basis of the criteria described. Narrative sections of the applications should be developed to address each criterion. **Applications ARE NOT TO INCLUDE OR BE SUBMITTED WITH pamphlets, handbooks, reports, brochures, news articles, folders, binders, dividers, etc.** One hundred eighty (180) points is the maximum score that can be accumulated for this application, and the value assigned for each section is indicated. If an application exceeds the 12 typewritten pages allowed in Part E, the readers will be directed to review only the first 12 pages. This does not include Part E, Chart 2 or the five (5) additional pages of support documents that are allowed.

PART A—COVER PAGE/APPLICATION

The agency/organization submitting the application must be fully identified, as well as the contact person for this program. All boxes are to be appropriately completed, including federal ID number, addresses and telephone numbers. Note: Applicants must verify non-profit status by attaching a copy of documentation to the original application.

PART A (Page 1a)—ASSURANCES AND CERTIFICATIONS

This page needs an **original signature**. Rubber stamps and copies are unacceptable.

PART B—PROJECT ABSTRACT (5 POINTS)

The Project Abstract (Part B – page 2 of application) must briefly explain the need for the project in the community(ies) for the targeted population (Statement of Needs), describe the activities of the project to meet the needs expressed (Description of Project), provide a synopsis of the expected outcomes of the project (Project Outcomes), and highlight key people who will be involved with the project (Qualifications of Key Personnel). This page should explain enough of the project to be duplicated and distributed to others who may ask for information about the Michigan School Readiness Program. These explanations must be confined to the page included in the application. This page can be single spaced with a font size of 10 point. An opportunity to fully describe these items is provided in later sections of the application.

Incomplete Application Not Eligible for Funding (0 points)	Significant Revisions Needed (1-2 points)	Recommended for Funding with Minor Revisions (3-4 points)	Highly Recommended for Funding (5 points)
The proposal:	The proposal:	The proposal:	The proposal:
does not contain a project abstract.	has a project abstract that minimally describes the project; portions of the required elements are missing or are labeled "see attached."	provides a project abstract that contains all elements required (statement of needs, description of project, project outcomes, qualifications of key personnel).	clearly and succinctly gives enough information on the project abstract form in each category so that the reader understands the expected outcomes for the staffed project that will address true need in the community.

PART C—PROJECT FACT SHEET (5 POINTS)

The Project Fact Sheet (Part C – page 3 of the application) includes a short answer format that allows the Michigan Department of Education to develop reports that include information on all School Readiness Programs. Applicants must use the enclosed form to complete the information requested. The figure shown in the "Total Amount Requested" line will be used as the "official" request amount. Those implementing center-based programs should indicate the number of sessions (a.m./p.m.) as well as whether the teacher is the same for each session. Be sure to complete the schedule of operations section.

Incomplete Application Not Eligible for Funding (0 points)	Significant Revisions Needed (1-2 points)	Recommended for Funding with Minor Revisions (3-4 points)	Highly Recommended for Funding (5 points)
The proposal:	The proposal:	The proposal:	The proposal:
does not contain a Project Fact Sheet.	has a Project Fact Sheet with portions of the required elements missing.	indicates the number of children to be served, beginning and ending dates of the program, number of weeks of the program, delivery model, and one contact person.	indicates the number of children to be served in corresponding delivery model, beginning and ending dates of the program, number of weeks of the program, delivery model, and two contact persons.

PART D—ACKNOWLEDGEMENT OF EFFORT TO COLLABORATE AND CERTIFICATION OF NEED (10 POINTS)

Legislation requires evidence of collaboration with the community of providers in early childhood development programs including documentation of the total number of children in the community who would meet the criteria for eligibility and who are being served by other providers, and the number of children who will remain unserved by other community early childhood programs if this program is funded. Therefore, community coordination of services to children through public awareness and collaboration should be documented with the

Acknowledgement of Effort to Collaborate (Part D1 – page 4 of the application) and Certification of Need (Part D2) form and letters of support. Acknowledgement forms <u>must</u> be included from the following:

- Head Start.
- Local school districts/public school academies offering MSRP or Title I preschool programs.
- Other nonprofit agencies offering free compensatory education for four-year-old children (including other agencies operating competitive MSRP).

Form D (2) Programs completing this form that provided free, compensatory educational programs for four-year-old children during 2005-2006 must:
1. Indicate the number of slots allocated,
2. Indicate the number of children served, and
3. Indicate the number of children who remained on the waiting list at the end of the year, or at the time of this report.

Incomplete Application Not Eligible for Funding (0-4 points)	Significant Revisions Needed (5-6 points)	Recommended for Funding with Revisions (7-8 points)	Highly Recommended for Funding (9-10 points)
The proposal:	The proposal:	The proposal:	The proposal:
does not include any documentation or documentation is outdated.	includes no agreements, only some attempts to secure collaborative agreements.	includes some collaboration agreements and documentation of attempt to secure collaboration agreements.	includes all required collaboration agreements from early childhood education programs operating in the proposed catchment area (see Statement of Need).
does not include any documentation of the number of children receiving services nor the number of children on waiting lists who were not served in other programs nor information as to how collaboration will occur.	shows only attempts to secure complete information regarding service to this population and to procure collaborative relationships with others serving the eligible population.	includes some documentation about children served who are eligible for this program and/or limited amount of information regarding children on waiting lists and/or information as to how collaboration will occur.	includes documentation from the above providers regarding the number of children served, those on waiting lists, and information as to how collaboration will occur.

PART E—NARRATIVE PROGRAM DESCRIPTION (120 POINTS)

Provide a complete narrative proposal, which addresses all of the required information described below. You may include a total of not more than 12 typewritten pages. **Reviewers will be instructed to ascribe points to the first 12 pages of the narrative only.**

1. **Statement of Need (20 Points)**

    This section provides a statement of the need for an early childhood program in the community based on the children and families in need of services. The applicant refers to the documentation collected on the Acknowledgment of Effort to Collaborate and Certification of Need forms.

Incomplete Application Not Eligible for Funding (0 points)	Significant Revisions Needed (1-12 points)	Recommended for Funding with Minor Revisions (13-16 points)	Highly Recommended for Funding (17-20 points)
The proposal:	The proposal:	The proposal:	The proposal:
does not identify the problem to be addressed, the target population to be served through the program or the schools that children will attend.	provides a minimal identification of the problems to be addressed and the target population to be served through the program.	provides an identification of the problems to be addressed, the target population to be served through the program.	provides explicit identification and clear description of the specific needs to be addressed and the target population to be served through the program.
does not explain the process used to determine that there are a sufficient number of eligible children in the community to meet the requested application number and it does not provide an explanation indicating how it was determined that this number of children would not be served by other area programs. No data was provided by this previously funded program.	provides a minimal explanation of the process used to determine that there are a sufficient number of eligible children in the community to meet the requested application number and it provides a minimal explanation indicating how it was determined that this number of children would not be served by other area programs. Previously funded program displayed incomplete data or data that does not support the level of need indicated by the request.	provides an explanation of the process used to determine that there are a sufficient number of eligible children in the community to meet the requested application number and it provides an explanation indicating how it was determined that this number of children would not be served by other area programs. Previously funded program's display of data shows variable need for the requested number of slots to serve children.	provides a clear explanation of the process used to determine that there are a sufficient number of eligible children in the community to meet the requested number and it provides a clear explanation indicating how it was determined that this number of children would not be served by other area programs. Previously funded program provides explicit data that demonstrates the level of need for the requested number of slots to serve children.

Children Living in Attendance Area of High Priority Schools (10 points)

Information regarding high priority schools may be found at www.michigan.gov/mde, click on "School Assessment and Accountability" in the left-hand column, click on "Adequate Yearly Progress" in the left-hand column, then select the file titled "Media Report for the 2005 School Report Card (ZIP file containing an Excel document)" in the "What's New" box.

10	The application indicates that 50 percent of the children proposed to be served live in the attendance or catchment area of one or more high priority schools.
0	The proposal does not include service to children in priority school zones.

2. **Student Recruitment and Selection (10 points)**

The identification and selection of children must be based on two or more factors which place children "at risk" of becoming "educationally disadvantaged and in need of special assistance."

Incomplete Application Not Eligible for Funding (0 points)	Significant Revisions Needed (1-4 points)	Recommended for Funding with Minor Revisions (5-7 points)	Highly Recommended for Funding (8-10 points)
The proposal:	The proposal:	The proposal:	The proposal:
does not provide information about the procedures to recruit, identify and select participants.	provides minimal information about the procedures to recruit, identify and select participants.	provides a description of the procedure(s) to be used to recruit, identify, and select participants determined to be in need of the services provided through the project	provides a clear and complete description of the procedure(s) to be used to recruit, identify, and select participants determined to be in need of the services provided through the project, including appropriate involvement of advisory group in the process.
does not provide a process of obtaining legal birth certificate, a certificate of immunizations, proof of a comprehensive health appraisal, proof of income, and documentation of risk factors.	provides a process of obtaining some of the items.	provides a process of obtaining legal birth certificate, a certificate of immunizations, proof of a comprehensive health appraisal, proof of income, and documentation of risk factors.	provides a detailed description of the process of obtaining necessary enrollment data, i.e., documentation of legal birth, certification of immunizations, proof of comprehensive health appraisal, proof of income (for income-eligible children), and documentation of risk factors.

3. Proposed Project Plan (20 points)
This section provides information that will allow reviewers to make a determination about the thoroughness and feasibility of the plan.

Center-Based Model:
- a minimum of 2.5 hours of teacher/child interaction or teacher contact time per day for a minimum of four days per week; 20 weeks for agencies in first funding cycle, 30 weeks for re-competing agencies. This equates to 200 teacher/child contact hours for new programs and 300 teacher/child contact hours for re-competing agencies.
- daily routine should include time for children to engage in small group activities, large group activities, and reflects opportunities for children to engage in free choice, self-initiated activities for a minimum of 60 minutes each day
- the framework/approach used for teaching the children

Home-Based Model:
- a minimum of 20 home visits to each family during the first program year; 30 visits each continuing year
- each visit must be conducted for a minimum of 60 minutes, the focus of the training is on the parents not the child
- ten group cluster activities the first program year; 15 group cluster activities each continuing year. Cluster group activities must include planned activity for children and planned activity for adults and be conducted for a minimum of two hours.

Incomplete Application Not Eligible for Funding (0 points)	Significant Revisions Required (1-12 points)	Recommended for Funding With Minor Revisions (13-16 points)	Highly Recommended for Funding (17-20 points)
The proposal:	The proposal:	The proposal:	The proposal:
does not provide a philosophy statement regarding the potential project.	provides a philosophy statement regarding the potential project.	provides a philosophy statement regarding the potential project and reflects the social, economic, cultural, and familial needs of the community.	provides a clear philosophy statement regarding the potential project and considers the social, economic, cultural, and familial needs of the community.
does not provide a description of one comprehensive curriculum model or educational approach.	provides a limited description of the curriculum model or describes an approach based on a variety of practices without foundational research.	provides a description of one comprehensive curriculum model or educational approach based on theory, research, and proven practice. The components of the approach are identified.	provides a detailed description of one comprehensive curriculum model or educational approach based on theory, research, and proven practice. The components of the approach are clearly identified and used to guide teaching practices.
does not provide a plan for implementing the center-based model or home-based model.	provides a limited description of how the project will be implemented.	describes how the project will meet requirements for a center-based model or a home-based model.	details how the project will meet requirements for a center-based model or a home-based model.
does not provide a description of the daily routine or home visit plan.	provides a limited description of the center-based daily routine **or** home visit expectations.	provides a description of the daily routine to be implemented in center-based programs **or** what will happen on weekly home visits in home-based programs.	provides a detailed description of the daily routine for center-based programs **or** the expected plan for a weekly home visit in the home-based model.

4. Supplementary Child Care (10 points)

This part describes how the project integrates the school readiness services into the families' child care needs. Legislation for the program indicates that "A program which offers supplementary day care and thereby offers full-day programs as part of its early childhood development program shall receive priority in the allocation of these competitive funds."

10	The proposal includes a plan for supplemental child care available for children who will attend the program. **Child care must be provided by the grantee either at the MSRP site or another site operated by the grantee.**
0	The proposal does not include a plan.

5. Parent Involvement and Family Services (20 points)

This section includes a description of plans for the participation of parents or guardians in the planning and implementation of the Michigan School Readiness Program. Information regarding legislative requirements for parent ratio on the Advisory Committee is found on page 15 of these instructions.

Incomplete Application Not Eligible for Funding (0 points)	Significant Revisions Needed (1-12 points)	Recommended for Funding With Minor Revisions (13-16 points)	Highly Recommended for Funding (17-20 points)
The proposal:	The proposal:	The proposal:	The proposal:
does not provide plans for the participation of parents or guardians.	offers limited opportunities for parents to become involved in the program; i.e., only describes home visits and parent/teacher conferences.	provides a description of how parents or guardians will participate in the Michigan School Readiness Program, including home visits, parent/teacher conferences, meetings, workshops, etc.	provides a detailed description of how parents or guardians will be involved in the planning and implementation of the Michigan School Readiness Program, minimally including two home visits and two parent/teacher conferences, parent meetings and workshops, advisory role, and newsletters, etc.
does not provide a description of the advisory committee or Chart 1 is not included.	describes a plan with very limited interaction and/or does not address strategies in circumstances where children are transported to and from the classroom.	provides a plan for staff and parents to interact informally including when children are transported to and from the center.	details plans for how staff and parents will make use of frequent informal interaction to update each other about the child's experiences.
does not provide a plan for encouraging parents to participate in program activities with the children.	suggests encouraging parent participation only in a limited number of activities with children or in a custodial capacity.	outlines efforts to encourage parents to participate in some activities with children.	describes efforts to encourage parents to participate in a variety of activities with children.
does not indicate that MSRP parents are represented on the program advisory committee.	discusses parent representation on the advisory committee at a lesser ratio than specified in legislation.	identifies parent representation on the advisory committee in the correct ratio specified in legislation.	discusses representation of parents on the advisory committee in numbers that exceed the ratio specified in legislation.

6. Advisory Committee (10 points)

This section addresses the legislatively required advisory committee; its composition, proposed membership and duties. Part E, Chart 1 – Advisory Committee should be included.

Legislation requires the establishment of a school readiness advisory committee that is involved in the planning and evaluation of the program and provides for the involvement of parents and appropriate community, volunteer, and social services agencies and organizations. There must be on the committee at least one parent or guardian of a program participant for every 18 children enrolled in the program, with a minimum of two parent or guardian representatives. Membership includes representatives from:

- ❖ Head Start
- ❖ Local school districts/public school academies
- ❖ Department of Human Services (formerly FIA)
- ❖ Department of Community Health (children's physical and mental health)
- ❖ Local 4C Association (Community Coordinated Child Care) or local child care provider organization or individual local child care providers
- ❖ MSRP parent representatives

The committee responsibilities as outlined in the legislation include the following:

- ❖ Review the mechanisms and criteria used to determine referrals for participation in the school readiness programs.
- ❖ Review the health screening program for all participants.
- ❖ Review the nutritional services provided to all participants.
- ❖ Review the mechanisms in place for the referral of families to community social service agencies, as appropriate.
- ❖ Review the collaboration with and the involvement of appropriate community, volunteer, and social service organizations in addressing all aspects of education disadvantage.
- ❖ Review, evaluate and make recommendations for changes in the school readiness program.

Programs that are members of the Community Collaborative (formerly called Multipurpose Collaborative Body) should also have a program Advisory Committee where parents are members and can provide input.

| Advisory Committee | | | |

Advisory Committee

Incomplete Application Not Eligible for Funding (0 points)	Significant Revisions Needed (1-4 points)	Recommended for Funding With Minor Revisions (5-7 points)	Highly Recommended for Funding (8-10 points)
The proposal:	The proposal:	The proposal:	The proposal:
does not provide a description of the advisory committee and Chart 1 is not included.	provides an incomplete and/or limited description of the advisory committee membership. Chart 1 is incomplete.	provides a description of the advisory committee which has been (or will be) established to work with the preschool program for four-year-old children (committee composition, projected meeting dates, and planning and evaluation topics to be discussed). Chart 1 is included. The program indicated minor role for the required parent members.	provides a detailed description of the advisory committee which has been (or will be) established to work with the preschool program for four-year-old children (committee composition, orientation plan, projected meeting dates, and how parents are incorporated into discussions of planning and evaluation). Chart 1 is included. The program describes its Advisory Committee with parents as decision-making members.
does not provide a description of the responsibilities of the advisory committee.	provides a limited description of activities.	provides a description of how the advisory committee will address most of the required activities.	provides a detailed description of how the advisory committee will address each of the required activities.

7. **Evaluation of Project Plan (20 points) See examples and worksheets in Addendum B.**

Legislation requires a comprehensive evaluation plan that includes implementation of all program components and an assessment of the gains of the children participating in the early childhood development program. Components should include:

- Child outcomes (social, emotional, physical, cognitive development)
- Program outcomes (standards, program quality, staff development)
- Parent involvement, including meaningful participation on the advisory committee

Create measurable goals and objectives, one (1) for each of the above outcomes for a one-year period. Include measurement strategies for collecting and analyzing data for each of the above areas. Review all attachments in Addendum A. Use the worksheets to complete Part E, Charts 2, 3, and 4 - Program Quality, Parent Involvement and Child Development Goals.

If awarded a grant, programs will need to submit new goals/objectives each year for program improvement.

For previously-funded projects and expansion requests, an explicit description of the assessment used for determining gains of the participating children must be included. Applicants may also include compiled child outcomes from previous years of implementation as evidence of the program's success. New applicants should provide detailed information regarding the plan for obtaining data for determining children's gains.

New programs may include information on efforts to become accredited and/or accreditation documentation or other documentation showing program assessment scores

Incomplete Application Not Eligible for Funding (0 points)	Significant Revisions Needed (1-12 points)	Recommended for Funding With Minor Revisions (13-16 points)	Highly Recommended for Funding (17-20 points)
The proposal:	The proposal:	The proposal:	The proposal:
does not provide a plan or utilizes an assessment tool that determines program effectiveness. **(FOR PREVIOUSLY FUNDED PROGRAMS ONLY)** Does not provide *Program Quality Assessment* (PQA) documentation including summary sheet and cover letter from the MDE Consultant. Program scored 3.4 or less.	provides a brief plan, utilizing a self-designed assessment tool to determine program effectiveness. **(FOR PREVIOUSLY FUNDED PROGRAMS ONLY)** Provides *Program Quality Assessment* (PQA) documentation including summary sheet and cover letter from the MDE Consultant. Program scored 3.5-4.0.	provides a plan, utilizing a recognized assessment tool, to determine program effectiveness. **(FOR PREVIOUSLY FUNDED PROGRAMS ONLY)** Provides *Program Quality Assessment* (PQA) documentation including summary sheet and cover letter from the MDE Consultant. Program scored 4.0-4.5.	provides a detailed plan, using a recognized assessment tool, to determine program effectiveness and discusses how results of the tool will be used. **(FOR PREVIOUSLY FUNDED PROGRAMS ONLY)** Provides *Program Quality Assessment* (PQA) documentation including summary sheet and cover letter from the MDE Consultant. Program scored 4.5-5.0.
does not provide program objectives that are stated in measurable terms **or** Part E, Chart 2, 3 and 4 – Program Quality, Parent Involvement and Child Development Goals is missing.	provides limited program objectives stated in nebulous terms, possibly incapable of being achieved within the project period. Part E, Chart 2, 3 and 4 – Program Quality, Parent Involvement and Child Development Goals.	provides program objectives mostly stated in measurable terms and capable of being achieved within the project period. Part E, Chart 2, 3 and 4 – Program Quality, Parent Involvement and Child Development Goals.	provides program objectives that are clearly stated in measurable terms and are capable of being achieved within the project period. Part E, Chart 2, 3 and 4 – Program Quality, Parent Involvement and Child Development Goals

Rubric continues

Evaluation of Project			

Incomplete Application Not Eligible for Funding (0 points)	Significant Revisions Needed (1-12 points)	Recommended for Funding With Minor Revisions (13-16 points)	Highly Recommended for Funding (17-20 points)
The proposal:	The proposal:	The proposal:	The proposal:
does not provide measurement strategies for each program objective.	provides limited descriptive measurement strategies for program objectives.	provides descriptive measurement strategies for each program objective.	provides clear, descriptive measurement strategies for each program objective.
(FOR PREVIOUSLY FUNDED PROGRAMS ONLY) does not provide a description of the gains participating children have made in the most recent year. **(FOR PROGRAMS NOT PREVIOUSLY FUNDED)** does not provide a plan for assessing the gains of the participating children.	**(FOR PREVIOUSLY FUNDED PROGRAMS ONLY)** provides a description of the gains participating children have made in the most recent year, but some gaps in the data exist.. **(FOR PROGRAMS NOT PREVIOUSLY FUNDED** provides a limited plan for assessing the gains of participating children with no details as to how it will be accomplished.	**(FOR PREVIOUSLY FUNDED PROGRAMS ONLY)** provides a description of the gains participating children have made in the most recent year. **(FOR PROGRAMS NOT PREVIOUSLY FUNDED** provides a plan for assessing the gains of the participating children with limited information as to how it will be accomplished**.**	**(FOR PREVIOUSLY FUNDED PROGRAMS ONLY)** provides a detailed analysis of the gains of the participating children in the most recent year and the impact the data will have on future plans. **(FOR PROGRAMS NOT PREVIOUSLY FUNDED)** provides a detailed description of the plan to assess the gains of the participating children and detailed information as to how it will be accomplished.

PART F—FACILITY DESCRIPTION (5 POINTS)

The agency/organization must identify each licensed classroom site for the center-based model, which will be used to implement the Michigan School Readiness Program. **Only center-based programs must include Part F, Chart 1 (page 9 of the application) – Facility Description. Attach copy(ies) of site license(s).**

Home-based models must describe the location(s) of the group cluster activities on **Part F, Chart 2** – Cluster Meeting Locations (page 10 of the application), but because the parents will be on-site, it is possible the location(s) will not be licensed.

Incomplete Application Not Eligible for Funding (0 points)	Significant Revisions Needed (1-2 points)	Recommended for Funding with Minor Revisions (3-4 points)	Highly Recommended for Funding (5 points)
The proposal:	The proposal:	The proposal:	The proposal:
Center-based: does not include information about licensing of the program. **Home-based**: does not provide a description of the location of the group cluster activities.	**Center-based**: includes a portion of requested information. **Home-based**: provides incomplete information on the location of the group cluster activities.	**Center-based**: completes the facilities plan (Part F) in detail. **Home-based**: provides information on the location of the group cluster activities, but reviewer cannot determine from information if required number of meetings will be held.	**Center-based**: completes the facilities plan and includes a copy of current license(s) or most recent letter of correspondence on license status (not included in five page support document limit). **Home-based**: provides details of the location of the group cluster activities with the anticipated month(s) of use of the site(s). New/initial applicants identify space to be used at least ten times; renewing applicants identify space to be used at least 15 times.

PART G—KEY PERSONNEL (20 POINTS)

1. **Key Classroom Personnel (10 points)**

    Part G, Chart 1A – Key Classroom Personnel (page 11 of application) and **Part G, Chart 1B -** Home-Based Staff Only (page 12 of the application) should be included. These charts show the qualifications of the key personnel for the program. **Applicants must attach verification of the credentials of all key personnel who are currently employed and/or identified for this project.** If a transcript shows a person's maiden name, please indicate her maiden name on the chart. Include the name of the program on the transcript.

    Center-Based Model:
    - An Early Childhood Specialist, with a graduate degree in Early Childhood Education or Child Development, must be identified.
    - Teachers must have:
        - a valid Michigan teaching certificate with an Early Childhood Specialist Endorsement (coded ZA) or Child Development Associate Credential (CDA) **OR**
        - a bachelor's degree in child care or child development **OR**

- Associate teachers (added to classrooms of more than eight and less than 17 children) must possess proper training in early childhood development, including, but not limited to, a Child Development Associate Credential (CDA) OR associate's degree in child development or similar program as approved by the Michigan State Board of Education. This can include 120 clock hours of documented formal child care education offered by approved training organizations and approved by Department staff with no fewer than ten hours in each of the following areas (from CDA requirements):
  - Planning a safe, healthy environment to invite learning
  - Steps to advance children's physical and intellectual development
  - Positive ways to support children's social and emotional development
  - Strategies to establish productive relationships with families
  - Strategies to manage an effective program operation
  - Maintaining a commitment to professionalism
  - Observing and recording children's behavior
  - Principles of child growth and development
- Associate teachers who do not meet these qualifications have two years to obtain proper credentials if they have completed at least one course in an appropriate training program.
- In a class of 17 or 18 children, a third adult who meets licensing requirements is necessary.

Home-Based Model:
- An early childhood or adult education specialist must be identified to administer or consult with the program. This specialist must have a graduate degree with background in early childhood education, child development, family life education, adult education or a related field **and** cross training in the field that is not their primary field of study.
- Home visitors must minimally have:
  - an associate's degree or bachelor's degree in child or human development, early childhood education, family life education, parenting, social work or related field **OR**
  - a Child Development Associate credential (CDA).

Incomplete Application Not Eligible for Funding (0 points)	Significant Revisions Needed (1-4 points)	Recommended for Funding With Minor Revisions (5-7 points)	Highly Recommended for Funding (8-10 points)
The proposal:	The proposal:	The proposal:	The proposal:
has not identified an Early Childhood Specialist (ECS).	identified an ECS who does not have a master's degree in Early Childhood or Child Development. Documentation is attached (not counted in five-page maximum).	identifies an ECS who meets the educational qualifications. A plan is in place for limited consultation opportunities with MSRP teaching staff. Documentation of credentials is attached (not counted in five-page maximum).	identifies an ECS who meets the educational qualifications. There are clear plans for the ECS to provide training, consultation, and support to MSRP teaching staff. Documentation of credentials and a job description are attached (not counted in the five-page maximum support documents).

Rubric continues

Key Classroom Personnel

Incomplete Application Not Eligible for Funding (0 points)	Significant Revisions Needed (1-4 points)	Recommended for Funding With Minor Revisions (5-7 points)	Highly Recommended for Funding (8-10 points)
has not identified teacher(s) or associate teacher(s).	identifies teacher(s) who do not meet the educational requirements and/or associate teacher(s) who do not meet the educational requirements and it will take more than two years to qualify.	identifies some teachers who do not meet the educational requirements. Documentation of credentials is provided. Identifies some associate teachers who do not meet the educational requirements but are working towards qualifying within two years. Documentation of credentials is provided.	identifies teacher(s) and associate teacher(s) who meet(s) the educational requirements and documentation is provided.
Home-based programs only, the proposal:			
does not identify an early childhood or adult education specialist.	identifies an early childhood or adult education specialist who does not meet the educational requirements.	identifies an early childhood or adult education specialist who meets the educational requirements and provides limited support for home visitors.	identifies an early childhood or adult education specialist who meets the educational requirements and documentation is provided. The specialist provides regular training, consultation and support for home visitors.
does not identify home visitor(s).	identifies home visitors who do not meet the educational qualifications.	identifies some home visitors who do not meet the educational qualifications.	identifies home visitors who meet the required educational qualifications.

2. Professional Development Plan (10 points)

Applicants should address in narrative form how training and technical assistance will be provided for staff. Describe staff development activities including a plan to increase skills and awareness of child development, working with children with special needs, and other relevant topics, through attendance at workshops and conferences, through on-going in-service training and through continuous improvement strategies based on evaluation of staff. Staff development activities can be provided by qualified agency staff as well as outside facilitators.

Part G, Chart 2 – Professional Development Plan (page 13 of application) should be included.

Incomplete Application Not Eligible for Funding (0 points)	Significant Revisions Needed (1-4 points)	Recommended for Funding With Minor Revisions (5-7 points)	Highly Recommended for Funding (8-10 points)
The proposal:	The proposal:	The proposal:	The proposal:
does not provide for staff participation in professional development activities.	provides a limited description of staff participation in professional development activities. Staff participate in 1-2 professional development activities per year.	describes staff participation in professional development activities. Staff participate in a minimum of 3-4 professional development activities per year.	provides a detailed description of how all staff participate in professional development activities. Staff participate in five or more professional development activities per year.
does not provide staff with ongoing in-service training opportunities or describes limited ongoing training; topics not specific to early childhood development and early childhood program practices.	describes ongoing in-service training, not all topics specific to early childhood development and early childhood practices.	provides a detailed description of ongoing in-service training in topics specific to early childhood development and early childhood practices.	provides a detailed description of ongoing in-service training specific to program improvement and individual program need.

PART H—BUDGET (15 POINTS)

This section provides information to demonstrate that the project has an appropriate budget and is cost effective.

Budget Guidelines:

Michigan School Readiness Program competitive grant funds MAY be used to pay for the following expenditures:

   a.   Instructional materials and supplies.
   b.   Nutritional supplies.
   c.   Teacher and aide salaries and fringes.

d. Parent involvement activities.
e. Transportation for students.
f. Health support services.

g. Student support services.
h. Staff development and teacher/parent training (maximum of 10 percent of the total grant award).
i. Travel necessary to enable project staff to implement the early childhood program.
j. Office supplies and materials.
k. Communication.
l. Printing and binding.
m. Rent paid to a source other than the grantee for facility or space (as approved by the Michigan Department of Education).
n. Construction or renovation expenses related to licensing, as documented by the pre-licensing report and approved by the Michigan Department of Education.
o. Equipment.

Competitive grant school readiness early childhood program funds <u>MAY NOT</u> be used to pay for:

a. Stipends.
b. Existing administrative, educational, or support personnel funded through other sources.
c. Indirect costs.

1. **Budget Summary (5 points)**

   The Budget Summary (Part H – page 14 of the application) must be completed and signed by the fiscal and administrative personnel of the agency/organization.

   Applicants are advised to consult Appendix A of the Public School Accounting Manual to determine appropriate function and object codes for the anticipated expenses for the MSRP project being proposed. The Michigan Public School Accounting Manual is available online at www.michigan.gov/mde, click on "Keywords," then click on "Michigan Public School Accounting Manual." General guidance is provided below:

   Function Codes

   110   Instruction—Basic Programs: These functions (including 118 for Preschool) refer to classroom and home visit teaching staff who may be assigned to or hired for this project, supplies and materials, equipment (items costing less than $5,000 per unit), <u>classroom</u> telephone, staff travel and mileage for home visits, and other costs related to activities.

   120   Instruction—Added Needs: Sub-functions of 120 refer to instructional activities for preschoolers as defined in special education or compensatory education.

210   Pupil Support Services: This refers to other staff (nurses – 213, social workers – 216, etc.) assigned or hired to support and improve the well being of students, and the expenses associated with project implementation; i.e., materials for meetings, supplies, etc.

220   Instructional Staff: This refers to costs for inservice training programs, conference fees, consultant costs and other staff development activities. Costs for supervisory staff assigned to manage and improve instructional services for the project are itemized in 226. Activities for program coordination and compliance monitoring are also included. Professional development activities are encouraged to ensure quality (line 221). A maximum of 10 percent of the allocation may be used for staff development activities.

230-260 and 280   Administration: Administration is limited to 10 percent of the state's portion of the grant. In subcontracted programs, the fiscal agent may retain up to 5 percent, but the total administrative cost remains capped at 10 percent. Administrative costs include other administrative, space, research, evaluation and support costs.

230   General Administration: In agencies, functions in line 230 can be used for the agency's overhead costs; e.g., a percentage of the executive director's salary and benefits.

240   Functions in line 240 are generally used to reflect administrative costs at the local building or program level; e.g., a portion of the site director's salary and office when the Early Childhood Specialist or Program Supervisor is in another central location. Costs for participant recruitment and maintenance of program records are included in line 241; e.g., clerical costs NOT related to the supervision of teachers, which is in line 226.

250   Business Services: If the grant pays a portion of the business office expenses, they can be included in the functions of line 250—costs for budget, payroll, purchasing, accounting, etc. Costs for the required audit can be listed in line 252.

260   Operation and Maintenance: Functions detailed in 260 are included in the 10 percent administrative cap UNLESS the costs are for lease of space that is not part of the agency. Maintenance and janitorial service agreements are excluded from the 10 percent ONLY IF they are a part of a lease. Janitors and maintenance costs, utilities and administrative phones are included in the 260 functions. Security costs are also included.

270   Pupil Transportation Services: This refers to the cost of buying or leasing approved vehicles to transport preschoolers to/from the program; repair, operation, and maintenance are also itemized in this section. Other direct costs such as physical exams for drivers, driver's uniforms, and driver's license are allowable.

280   Central Support Services: Include other central support services that are not included in the other administrative lines. Agencies may charge a portion of their overall planning and evaluation (281) to this line item. The 280 functions are part of the 10 percent cap.

290   Other Support Services: This refers to the cost of staff and activities which support the program and cannot be classified in preceding sections. Line 297 refers to food services—but this does NOT apply to preschool snacks or lunches (they are a part of the instructional program).

300   Community Services: This refers to the cost of supplies, materials and services necessary to implement non-education components of the programs; i.e., materials for parent meetings or workshops, child care arrangement costs during parent activities, transportation costs to parent meetings, interagency committee meetings.

400   Outgoing Transfers and Other Transactions: This refers to outgoing payments and/or subcontracting fiscal relationship to school districts, agencies or organizations.

999   Indirect Costs: These are not allowed for School Readiness Grants.

Capital Outlay: This refers to costs in excess of $5,000 for developmentally appropriate classroom equipment (per unit), and renovation cost, if needed, to meet Public Act 116 licensing approval.

Other: As needed; provide rationale.

Total Expenditures: This is the total to operate the program.

Line A = Total Cost to operate the program, including direct costs and local in-kind contributions.

Line B = The Michigan Department of Education share of expenditures, which is the required grant amount needed to operate the program. This must equal $3,300 times the requested number of children.

Line C = The local share of expenditures is the local in-kind or cash contribution used to help operate the program.

Incomplete Application Not Eligible for Funding (0 points)	Significant Revisions Needed (1-2 points)	Recommended for Funding With Minor Revisions (3-4 points)	Highly Recommended for Funding (5 points)
The proposal:	The proposal:	The proposal:	The proposal:
does not provide a budget summary or provides a budget summary that has inconsistencies.	provides a budget summary, but expenditures do not follow the budget guidelines or request doesn't match $3,300 per child.	provides an accurate budget summary, expenditures as outlined in the budget guidelines, contains small typographical errors.	provides a signed, complete, and accurate budget summary including expenditures as outlined in the budget guidelines.

2. Budget Detail (10 points) See sample detail Addendum B.

This section will provide as much detail as possible regarding the line totals presented in the budget summary. Michigan Department of Education grant allocation amounts for each line item and the local share of expenditures (both cash and in-kind) from federal, state or other funding agencies, should be listed in **two separate columns.** Contracts and outgoing transfers must also be detailed. There are no page limitations to the budget detail.

Incomplete Application Not Eligible for Funding (0 points)	Significant Revisions Needed (1-4 points)	Recommended for Funding With Minor Revisions (5-7 points)	Highly Recommended for Funding (8-10 points)
The proposal:	The proposal:	The proposal:	The proposal:
does not provide a budget detail.	provides a detail of expenditures not directly related to the activities proposed in the plan.	provides a detail of expenditures directly related to the activities proposed in the plan. Some costs may not support or are in excess of what is needed to implement the plan.	provides clear, detailed expenditures directly related to the activities proposed in the plan. Costs detailed are reasonable for the quality of the project activities proposed.
	does not utilize appropriate function codes or has exceeded the maximum of 10 percent of the allocation for administrative costs and/or the staff development cap of 10 percent. Insufficient detail provided to match totals on summary	details function codes that match the budget summary. Expenditures do not exceed the maximum of 10 percent of the request for administrative costs (lines 230, 240, 250, 260 & 280). Staff development does not exceed 10 percent (line 220). Contains minor errors or lacks the detail needed for reviewer to understand totals.	details in-kind expenditures, if included, in a separate column. Appropriate function codes, categorized on the budget summary, are utilized; does not exceed the maximum of 10 percent of the request for administrative costs (lines 230, 240, 250, 260 & 280). Staff development does not exceed 10 percent (line 220).

APPLICATION CHECKLIST FOR GRANT APPLICANTS

Applicant Name _____ Fax (_____)_____

Attn: _____

- ❑ Is the application in a font no smaller than Times 12 point with 1.5 line spacing or greater?
- ❑ Is the Narrative portion no more than 12 pages in length?
- ❑ Are the Application Cover and Assurances and Certifications pages signed by the authorized signatory?
- ❑ Is the Budget Summary signed by the authorized signatory?
- ❑ Are the relevant support documents limited to five pages?
- ❑ Is the documentation of the agency/organization's status as a public or private non-profit legal entity included as an attachment?
- ❑ Is letter of commitment and agreement attached for those components of the project not operated directly by the applicant?
- ❑ Are the forms/attachments completed and stapled to original and ALL four copies in the following order?
    - ❑ Part A. Application Cover Sheet
    - ❑ Part A. (Page 1a) Assurances and Certifications
        - ❑ Letter(s) of Commitment and Agreement from Subcontract(s)
    - ❑ Part B. Project Abstract
    - ❑ Part C. Project Fact Sheet
    - ❑ Part D. Acknowledgement of Effort to Collaborate and Certification of Need (forms and letters)
    - ❑ Part E. Narrative Program Description
        - ❑ Statement of Need
        - ❑ Student Recruitment and Selection
        - ❑ Proposed Project Plan
        - ❑ Supplementary Child Care
        - ❑ Parent Involvement and Family Services
        - ❑ Advisory Committee
        - ❑ Evaluation of Project
        - ❑ Chart 1 (Advisory Committee)
        - ❑ Chart 2 (Program Quality)
        - ❑ Chart 3 (Parent Involvement)
        - ❑ Chart 4 (Child Development)
    - ❑ Part F. Facility Description
        - ❑ Chart 1 (Facility Description for Center-Based Programs)
        - ❑ Chart 2 (Cluster Sites for Home-Based Projects)
    - ❑ Part G. Key Classroom Personnel
        - ❑ Chart 1A (Key Classroom Personnel) with verification of credentials attached (if applicable)
        - ❑ Chart 1B (Home-Based Staff) (if applicable)
        - ❑ Chart 2 (Professional Development Plan) and professional development narrative
    - ❑ Part H. Budget
        - ❑ Budget Summary
        - ❑ Budget Detail
    - ❑ Attachments (if applicable)
    - ❑ Complete form and attach to the original application
    - ❑ One copy of nonprofit status attached to the original

Applications not meeting the above standards WILL BE DENIED.
ATTACH THIS FORM TO THE ORIGINAL APPLICATION, ACCORDING TO PACKAGING AND MAILING INSTRUCTIONS ON PAGES 3 & 4. APPLICATIONS NOT MEETING THE ABOVE STANDARDS WILL BE DENIED AND RETURNED TO THE APPLICANT.

Package received by MDE: Staff initials_____   Date_____

Michigan School Readiness Program
Project Plan – Program Quality and Parent Involvement

The Program Quality Assessment (PQA) data from our statewide data set tells us that Michigan School Readiness Programs (MSRP), on average, are of high quality in the services provided to children and families. We also recognize that early childhood programs across the country are being asked to "prove" that what they are doing "makes a difference." Therefore, using data to accurately report on what you do is vitally important.

Program evaluation is a way to determine whether or not programs have met the goals they set at the beginning of the year. The goals programs typically evaluate are the ones they write in the "Project Plan" section of their Implementation Plans. Program goals are important as they reflect a theory about how programs accomplish the primary mission of promoting preschool children's readiness for school and life success. There are three components to this theory that should be reflected in MSRP evaluations: program quality improvement goals, parent involvement goals, and child development goals.

In order to show that a program is effective, program evaluations require a look at the goals in the three areas at the end of the year to determine: What are you currently doing well? What will you need to start doing? Identify barriers and additional information needed. Who else will you need to involve? What steps will you take to carry out your plan? What is your timeline? How will you evaluate the effectiveness?

Use the PQA tool to determine an item that you would like to improve for the program and parent involvement. Review the example and the sample worksheets to support your teamwork as you develop goals and objectives for your program.

Addendum A

PQA Project Plan

Date: _____

Contact Person: _____

Program Goal / PQA Item: II-K

The program has a time each day for snacks or meals that encourage social interaction.

Current Score: 2   Desired Outcome/PQA Score: 5__

1. What are you currently doing well?	2. What will you need to start doing? These are your objectives.	3. Do you anticipate any barriers or issues that might get in your way?	4. Is there any additional information you need?
Children have choices (where to sit, what to eat). *Children serve themselves things from the basket.* *Adults sometimes interact.*	*Adults need to sit down and eat with children.* *Children need to be able to serve themselves more.* *Adults need to interact more with children.*	*Adults need to understand the importance of eating family style and interacting with children.* *We only have large serving utensils and bowls.*	*No*

5. Who else will you need to involve? (e.g., staff, parents)	6. What steps will you take to carry out your plan?	7. What is your timeline for these steps?	8. How will you evaluate the effectiveness of the change?
Cooks *Teachers and assistants* *Accountant*	*Talk to accountant to get funds to purchase child-friendly serving pieces.* *Meet with teachers to discuss new policy for eating with children.* *Do a training on interacting with children.*	*Immediately* *Next staff meeting in one week.* *Next inservice day – last Friday of the month.*	*Two weeks after the inservice training, ask teachers to rescore themselves on item II-K.* *Collect and review scores.* *Go into the classrooms one week later to confirm these scores.*

Date: _____

Contact Person: _____

PQA Project Plan

Program Goal / PQA Item: _____

_____

_____

_____

Current Score: _____   **Desired Outcome/PQA Score:** ____

1. What are you currently doing well?	2. What will you need to start doing? These are your objectives.	3. Do you anticipate any barriers or issues that might get in your way?	4. Is there any additional information you need?
5. Who else will you need to involve? (e.g., staff, parents)	6. What steps will you take to carry out your plan?	7. What is your timeline for these steps?	8. How will you evaluate the effectiveness of the change?

PQA Project Plan

Date: _____

Contact Person: _____

Parent Involvement / PQA Item: _____

_____

_____

_____

Current Score: _____ **Desired Outcome/PQA Score:** ____

1. What are you currently doing well?	2. What will you need to start doing? These are your objectives.	3. Do you anticipate any barriers or issues that might get in your way?	4. Is there any additional information you need?
5. Who else will you need to involve? (e.g., staff, parents)	6. What steps will you take to carry out your plan?	7. What is your timeline for these steps?	8. How will you evaluate the effectiveness of the change?

Michigan School Readiness Program
Project Plan—Child Development

The Program Quality Assessment (PQA) data from our statewide data set tells us that Michigan School Readiness Programs (MSRP), on average, are of high quality in the services provided to children and families. We also recognize that early childhood programs across the country are being asked to demonstrate that what they are doing "makes a difference." Therefore, using child assessment data to plan instruction is vitally important.

The process of observing, recording and otherwise documenting work that children do and how they do it is critical as a basis for a variety of educational decisions that affect each child. The goals that programs typically evaluate are the ones they write in the "Project Plan" section of their Implementation Plans. Program goals are important as they reflect a theory about how programs accomplish the primary mission of promoting preschool children's readiness for school and life success. There are three components to this theory that should be reflected in MSRP evaluations: program quality improvement goals, parent involvement goals, and child development goals.

In order to show that a program is effective, program evaluations require a look at the goals in the three areas at the end of the year to determine: What are you currently doing well? What will you need to start doing? Identify barriers and additional information needed. Who else will you need to involve? What steps will you take to carry out your plan? What is your timeline? How will you evaluate the effectiveness?

Each grantee is required to use a reliable and valid child assessment tool. Analysis of child outcome data should inform teaching teams of the domains that adults would like to strengthen. Review the attached example and complete the worksheet to support your teamwork as you develop goals and objectives for your program. The example for the Child Development Goal uses the Child Observation Record (COR) published by High/Scope. The COR is one example of a valid tool that can be used. Consult the MSRP Implementation Manual for additional suggestions.

Addendum A

Project Plan

Date: _____

Contact Person: _____

Child Development Goal / Child Assessment Tool

Early Learning Expectations: Physical Development and Health (Section 2) children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in both structured and unstructured settings. (Section 3) Children will experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings. Child Observation Record: Movement and Music; Moving with Objects.

Children in Program Average Score: 1   Desired Outcome/ Score: _3 __

1. What are you currently doing well?	2. What will you need to start doing? These are your objectives.	3. Do you anticipate any barriers or issues that might get in your way?	4. Is there any additional information you need?
The daily schedule allows time each day for both quiet and active periods. *Children go outside to play each day unless there is inclement weather.*	*Teachers will support children's emerging physical development by planning large and small group times to have an interactive focus, utilizing both children's ideas and materials for each child to manipulate.* *Teachers will utilize the playground as an outdoor learning environment, supporting children's motor coordination by taking cues from children as they partner with and extend children's play.* *Teachers will allow children the time they need throughout daily classroom routines to accomplish motor tasks on their own, e.g., taking off boots/coats as children enter the*	*Adults (teachers and parents) need to understand the importance of supporting children's motor coordination throughout the day.* *Some classrooms do not have multiple sets of materials, or do not have sufficient consumables.*	*No*

classroom, hanging up wet paintings, sweeping up sand at the sand table, wiping up spills at the water table, loading notes and child works into their own backpacks, serving themselves at family-style mealtimes, dressing for the outdoors.

Teachers will place materials in the classroom that naturally offer opportunities to strengthen motor skills, e.g., dress-up clothes with zippers and buttons, items to string and weave, musical instruments, balls, bean bags.

Teachers will observe and take anecdotal notes on children specific to Moving with Objects; throwing, kicking, dribbling, catching, striking, hitting, stringing, zipping, buttoning, etc.

With parents, teachers will generate movement and music goals for each child.

5. Who else will you need to involve? (e.g., staff, parents)	6. What steps will you take to carry out your plan?	7. What is your timeline for these steps?	8. How will you evaluate the effectiveness of the change?
Teachers and assistants *Parents*	*Teachers will attend training on supporting motor coordination in children. Parents and ancillary staff will be*	*Next inservice day – last Friday of the month.* *Beginning immediately*	*Two weeks after the inservice training, ask teachers to review and score children's anecdotes related to moving with*

Ancillary Staff; *Speech Therapist,* *Occupational* *Therapist,* *Physical Therapist,* *others as appropriate* *Accountant*	*encouraged to attend.* *Staff and parents will* *exchange ideas and* *materials to support* *children's physical* *development at home.* *Each teacher will review* *inventory and generate a* *list of materials needed to* *support motor* *coordination.* **Teachers will** **intentionally reflect** **movement and** **music; moving with** **objects in daily** **lesson plans,** **individualizing for** **special needs as** **appropriate.** **Anecdotal notes will** **reflect behaviors in** **this category.**	*after the inservice* *training through* *informal daily contacts* *as well as scheduled* *home visits and* *conferences.* *Due within one week* *after the inservice* *training.* *Beginning immediately* *after the inservice* *training.*	*objects.* *Teachers and Early* *Childhood Specialist will* *review lesson plans and* *discuss daily planning* *related to the objectives* *outlined in this document.* *Teachers and Early* *Childhood Specialist will* *review both individual and* *class profile C.O.R. scores* *as they relate to Movement* *and Music; Moving With* *Objects.* *The Early Childhood* *Specialist will observe in* *each classroom to confirm* *the improved strategies* *and offer continued* *support to teaching teams.*

Project Plan

Child Development Goal / Child Assessment Tool:

_____

_____

_____

Current Score: **_**   **Desired Outcome/PQA Score:** **___**

1. What are you currently doing well?	2. What will you need to start doing? These are your objectives.	3. Do you anticipate any barriers or issues that might get in your way?	4. Is there any additional information you need?
5. Who else will you need to involve? (e.g., staff, parents)	6. What steps will you take to carry out your plan?	7. What is your timeline for these steps?	8. How will you evaluate the effectiveness of the change?

Expenditure Detail

Function Code	Description	MDE Funds	Total
Code#	Salaries: 3 Teachers	$60,000	$60,000
	3 Parapros	$40,000	$40,000
	Benefits for Teachers	$3,000	$3,000
	Benefits for Parapro		
	Purchased Services: Contracted Services for etc.	$20,000	$20,000
	Supplies: (description)	$5,000	$5,000
	Subtotal: Code (Code #)	$128,000	$128,000
Next Function Code Here			
	Subtotal: Code (Code #)		
Next Function Code Here			
	Grand Totals		

MSRP - Local Share Detail

Function Code	Description	Local Funds	Total
Code#	Salaries: 3 Teachers	$60,000	$60,000
	3 Parapros	$40,000	$40,000
	Benefits for Teachers	$3,000	$3,000
	Benefits for Parapro		
	Purchased Services: Contracted Services for etc.	$20,000	$20,000
	Supplies: (description)	$5,000	$5,000
	Subtotal: Code (Code #)	$128,000	$128,000
Next Function Code Here			
	Subtotal: Code (Code #)		
Next Function Code Here			
	Grand Totals		